How to Use This Book

A simple guide for adults

You do NOT need physics knowledge

This book does not require any background in science or mathematics.

You are not expected to explain formulas or symbols.

Your role is simply to:

- read the story
- look at the pictures together
- ask simple questions
- let children explore ideas

That is enough.

Your job

Think of yourself as a guide, not a teacher.

You are helping children:

- notice patterns
- describe what they see
- make guesses
- talk about ideas

You are not giving lectures.

Curiosity is more important than correct explanations.

How to read each page

Use this simple routine:

1. Look at the picture first
2. Ask: “What do you notice?”
3. Ask: “What do you think is happening?”
4. Then read the text

Pictures first. Words second.

Keep it light and conversational.

What the animals represent (for adults only)

Children do not need this table.
It is only for your confidence.

Animal	Big idea (plain language)
Cow	things move predictably
Bunny	sometimes things are uncertain
Sheep	many can move together as one
Cat	some things barely interact
Goat	the ground or path can curve
Chicken	everyone needs their own space
Pig	messes spread over time
Bee	motion creates pressure and heat
Bird	pushing air creates lift

If you remember only the plain language column, you are doing it correctly.

About the symbols and equations

You may see symbols like ψ, Σ, or PV=nRT.

These are visual decorations for older learners.

You do not need to explain them.

If asked, simply say:
“Those are scientist notes.”

Then continue the story.

Helpful phrases

Use:

- “What do you notice?”
- “Why do you think that happens?”
- “What might happen next?”
- “Let’s try and see.”

Avoid:

- long explanations

- technical terms
- detailed science lessons

Short conversations work best.

If you don’t know an answer

That’s completely fine.

Say:
“Good question. Let’s think about it together.”

Exploring together is better than explaining everything.

Time guidance

5–10 minutes per page is plenty.

Short, relaxed sessions are most effective.

The goal

The goal is not to teach physics facts.

The goal is to help children feel that:

- the world is interesting
- asking questions is fun
- science is something they can explore

Wonder first. Explanation later.

That’s all you need.